



SC Annual School Report Card Summary

Burns Elementary
Charleston County School District
Grades: PK-5 **Enrollment: 423**
Principal: Deborah Smith
Superintendent: Dr. Nancy J. McGinley
Board Chair: Mr. Chris Fraser

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

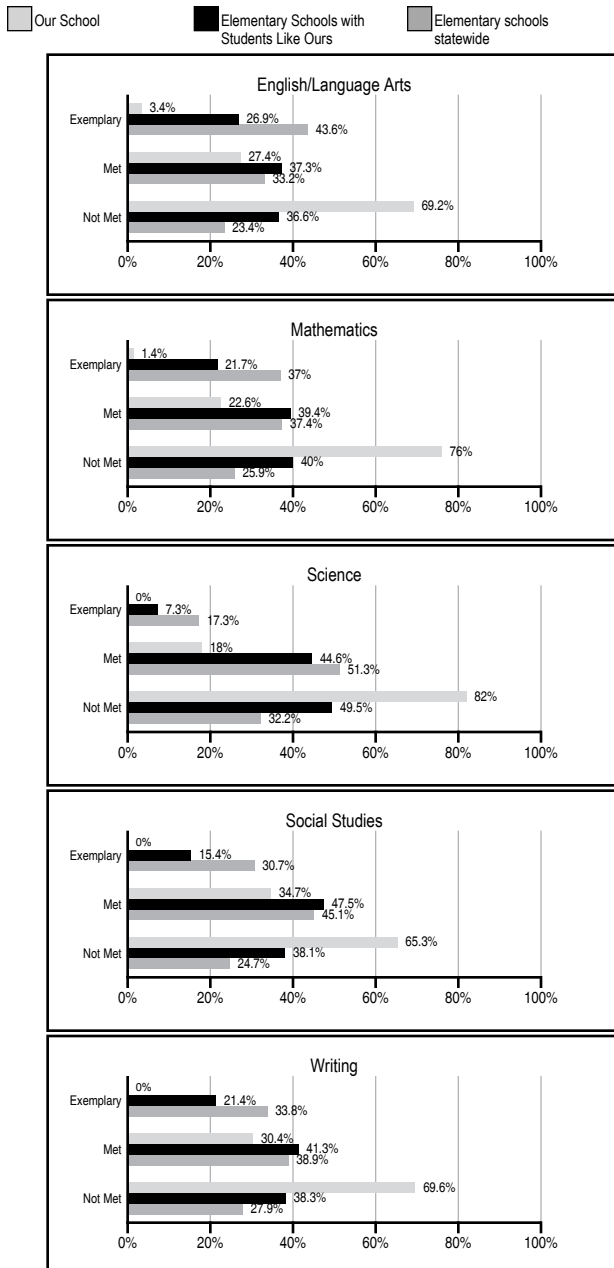
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2012	At-Risk	At-Risk	TBD	TBD	D	N/A
2011	At-Risk	At-Risk	N/A	N/A	Not Met	N/A
2010	At-Risk	Below Average	N/A	N/A	Met	RP-DELAY

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
2	10	77	47	19

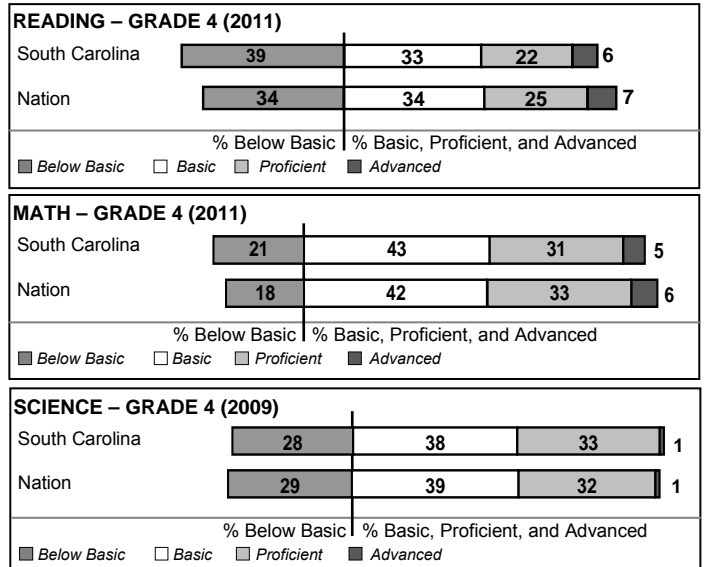
* Ratings are calculated with data available by 11/07/2012. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Burns Elementary [Charleston County School District]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=423)				
Retention rate	1.1%	Up from 0.8%	1.3%	1.0%
Attendance rate	95.8%	Up from 95.6%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.7%	Up from 1.0%	0.0%	0.0%
Teachers (n=38)				
Teachers with advanced degrees	42.1%	No Change	62.5%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	64.4%	No Change	85.3%	88.7%
Teacher attendance rate	98.7%	Up from 97.6%	95.4%	95.1%
Average teacher salary*	\$40,988	Up 2.1%	\$44,974	\$47,210
Classes not taught by highly qualified teachers	1.9%	Down from 4.6%	0.0%	0.0%
Professional development days/teacher	15.0 days	Up from 3.2 days	9.5 days	10.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	15.8 to 1	Down from 16.7 to 1	18.0 to 1	20.0 to 1
Prime instructional time	94.5%	Up from 93.1%	90.6%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,326	Up 0.2%	\$8,388	\$7,247
Percent of expenditures for instruction**	70.4%	Up from 69.4%	66.1%	68.2%
Percent of expenditures for teacher salaries**	67.5%	Up from 65.1%	62.9%	65.7%
ESEA composite index score	69.8	N/A	82.2	91.9

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	22	40	38
Percent satisfied with learning environment	77.3%	85.0%	70.3%
Percent satisfied with social and physical environment	77.3%	80.0%	70.3%
Percent satisfied with school-home relations	54.5%	87.5%	83.3%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Edmund A. Burns Elementary School is an urban elementary school serving 432 pre-kindergarten through fifth grade students. The percentage of students at poverty level is 98%. Parents and staff have analyzed a variety of school performance and test data to determine the most effective use of federal, state, and local resources. Data sources include teacher/student/parent surveys and PASS, AYP, Measures of Academic Progress (MAP) data.

The school failed to make Adequate Yearly Progress last year. 2011 PASS scores in grades 3-5 indicated that 70.5% of students scored not met in ELA, 74.0% of students scored not met in Math, 73.7% of students scored not met in Science and 72.2% of students scored not met in Social Studies. There is a critical need for improvement in student achievement in all core subject areas. Based on this data the school focused on the literacy workshop model and Every Day math curriculum this year.

Our primary focus is increasing student achievement and improving the rate of student attendance. To address the challenges of issues such as the high mobility of students and historically low scores on the PASS test and deliver high student achievement, we utilize federal and state money to reduce class size to address differentiation in instruction, provide technical assistance to teachers, offer Early Childhood programs to 4-year-olds, insure struggling students receive remediation or extended time, and have on site community partners to provide assistance to students and their families.

Teacher/student/parent surveys were analyzed and revealed a need for continued implementation and support of Charleston County School District's Coherent Curriculum, effective integration of content areas, increased integration of technology, parent and community collaboration, more effective and efficient classroom instruction and improved student daily attendance affected by truancy and suspension.

Together with the parents, community, teachers and staff, we believe we will turn Burns into a high performing school.

Deborah J. Smith, Principal
Clifford Fulmore, SIC Chair

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NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status